DOCUMENT RESUME

ED 389 666 SO 025 772

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TITLE NAEP 1994 U.S. History: A First Look. Findings from the National Assessment of Educational Progress.
INSTITUTION Educational Testing Service, Princeton, NJ. Center for the Assessment of Educational Progress.; National Assessment of Educational Progress, Princeton, NJ.
SPONS AGENCY National Center for Education Statistics (ED), Washington, DC.
REPORT NO ISBN-0-16-048438-3; NCES-95-806
PUB DATE Nov 95
NOTE 64p.
AVAILABLE FROM U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; *Comparative Testing; *Educational Assessment; Elementary Secondary Education; Grade 4; Grade 8; Grade 12; History Instruction; *National Norms; Private Schools; Public Schools; Social Studies; Student Evaluation; Test Norms; *Test Results; *United States History
IDENTIFIERS National Assessment of Educational Progress

ABSTRACT

This report is a first look at the results of the 1994 NAEP U.S. History Assessment. It presents national findings of 4th-, 8th-, and 12-grade students' overall performance and summary data for the major demographic subpopulations in the United States. Results are reported on a 500-point scale, used to show comparisons and trends over time, and according to the achievement levels, which are in a developmental stage, established by the National Assessment Governing Board. About 60 percent of the assessment was devoted to performance exercises with the remainder to multiple-choice questions. Sample questions for grade level are provided. The preliminary results show: (1) the pattern of average scores by grade was typical of other subjects assessed by NAEP; (2) among the different regions of the United States, student scores varied by each grade level with high school seniors in the Southeast scoring a lower average than those in the Northeast and Central regions; (3) 17 percent of 4th graders, 14 percent of 8th graders, and 11 percent of 12th graders reached the proficient level which demonstrates competency in challenging subject matter; (4) 64 percent of 4th graders, 61 percent of 8th graders and 43 percent of 12th graders attained at least the basic level which demonstrates partial mastery of challenging subject matter; (5) across the three grades, 1 to 2 percent reached the advanced level showing superior performance; (6) U.S. history scores at all grade levels were higher for students whose parents had more education; (7) at grade 12, males scored higher than females in U.S. history with no differences between males and females in average scores evident at grades 4 and 8; (8) at grades 4, 8, and 12, White and Asian students had significantly higher U.S. history scores than did Black and Hispanic students; and (9) 4th-, 8th-, and 12th-grade students attending non-public schools displayed higher U.S. history scores than their counterparts attending public schools. Tables, figures, and graphs accompany the text. (EH)

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NAEP 1994 U.S. History : A FIRST LOOK

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What is The Nation's Report Card?

THE NATION'S REPORT CARD, the National Assessment of Educational Progress (NAEP), is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, history/geography, and other fields. By making objective information on student performance available to policymakers at the national, state, and local levels, NAEP is an integral part of our nation's evaluation of the condition and progress of education. Only information related to academic achievement is collected under this program. NAEP guarantees the privacy of individual students and their families.

NAEP is a congressionally mandated project of the National Center for Education Statistics, the U.S. Department of Education. The Commissioner of Education Statistics is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations. NAEP reports directly to the Commissioner, who is also responsible for providing continuing reviews, including validation studies and solicitation of public comment, on NAEP's conduct and usefulness.

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NAEP 1994 U.S. History: A First Look

Findings from the National Assessment of Educational Progress

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November 1995

Office of Educational Research and Improvement
U.S. Department of Education

Prepared by Educational Testing Service under contract with the National Center for Education Statistics

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Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328
ISBN 0-16-048438-3

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HIGHLIGHTS

The 1994 National Assessment of Educational Progress (NAEP) in United States history continues a 25-year mandate to assess and report the educational progress of America's students. National results are provided that describe students' history achievement at grades 4, 8, and 12 and for various subgroups of the general student population.

This report is a *first look* at the results of the 1994 U.S. history assessment. It presents national findings of students' overall performance and summary data for the major demographic subpopulations in the nation. Results are reported on a 500-point scale, used to show comparisons and trends over time, and according to the achievement levels, which are in a developmental stage, established by the National Assessment Governing Board (NAGB).

What's New About This Assessment?

- The NAEP 1994 U.S. history assessment extends the goal of the 1988 assessment to foster an integrated understanding of political, social, cultural, and intellectual factors in U.S. history. The test framework, adopted by NAGB after a national consensus process, provides for an assessment of knowledge, understanding, and applications in the major content areas of history education.
- History study, according to the assessment's framework, involves the investigation of connections among diverse people and events; the analysis of change and continuity over time; and a full range of social and economic activities that influence the way people live their lives. This assessment requires students not only to demonstrate knowledge of facts, events, and people, but also to display understanding, appreciation, reasoning, and a broad view of history. About 60 percent of the assessment was devoted to performance exercises, and the remainder to multiple-choice questions (see Appendix B). A wide variety of primary documents, graphs, political cartoons, charts, photographs, pictures, maps, and time lines are used to measure the ability of students to interpret and analyze historical materials.

How Did We Do As A Nation?

- The pattern of average scores by grade — 205 for fourth graders, 259 for eighth graders, and 286 for twelfth graders — was typical of other subjects assessed by NAEP.
- Among the different regions of the nation, student scores varied at each grade level. Among high school seniors, for example, students in the Southeast had lower average scores than did those in the Northeast and Central regions.

The results are reported according to achievement levels established by the National Assessment Governing Board. For each grade there are three performance standards: *Basic* — partial mastery; *Proficient* — solid academic performance that demonstrates competency in challenging subject matter; and *Advanced* — superior performance.

- 17 percent of fourth graders, 14 percent of eighth graders, and 11 percent of twelfth graders reached the *Proficient* level. There are several hypotheses as to why student performance in U.S. history, particularly in the twelfth grade, appeared to be lower than expected (see Chapter 3).
- 64 percent of fourth graders, 61 percent of eighth graders, and 43 percent of twelfth graders attained at least the *Basic* level.
- Across the three grades, 1 to 2 percent reached the *Advanced* level.

How Did The Various Subgroups Of Students Differ?

Although subsequent reports will provide a context for understanding subgroup differences, several differences are noted in this report:

Based on average scores:

- U.S. history scores at all grades were higher for students whose parents had more education.
- At grade 12, males scored higher than females in U.S. history. No differences between males and females in average scores were evident at grades 4 and 8.
- At grades 4, 8, and 12, White and Asian students had significantly higher U.S. history scores than did Black and Hispanic students.
- Fourth-, eighth-, and twelfth-grade students attending nonpublic schools displayed higher U.S. history scores than did their counterparts attending public schools.

The differences in proportions of students reaching the *Proficient* level among other subgroups of students (by parents' education, gender, race/ethnicity, and type of school) were generally similar to those observed with the average scores.

CHAPTER 1

Introduction

With the completion of its 1994 assessment program, the National Assessment of Educational Progress (NAEP) concluded its 25th year as the only nationally representative and continuous assessment of what America's students know and can do in various subject areas. In 1994, the NAEP program included United States history assessments that were administered to representative samples of public and nonpublic school students at grades 4, 8, and 12. This report is a *first look* into the results of this assessment, providing summary data only for the major demographic subpopulations in the nation. The forthcoming *NAEP 1994 United States History Report Card* will give more detailed information about the results presented here. Perhaps more importantly, it will provide a context for understanding the findings as they relate to *instructional content; instructional practices; school and teacher characteristics; school conditions; and student background, student activities, and home environment.*

The National Assessment of Educational Progress (NAEP)

NAEP is a congressionally mandated survey administered by the National Center for Education Statistics (NCES), U.S. Department of Education. Since 1969, NAEP has reported on the educational achievement of America's students and provided accurate and useful information to parents, educators, and policymakers at the national, state, and local levels. NAEP has become an integral part of our nation's evaluation of the condition and progress of education.

Since its beginning, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, history, geography, and other fields. The NAEP 1994 program included assessments in reading, U.S. history, and geography. U.S. history was last assessed by NAEP in 1988. However, the NAEP 1994 U.S. history assessment was developed using newly revised specifications, and the results of the two assessments are not comparable.

The NAEP National Sample

The NAEP 1994 U.S. history assessment was based on a national probability sample of public and nonpublic school students enrolled in grades 4, 8, and 12. (Independent samples were used for the three subject areas assessed in 1994.) Approximately 5,500 fourth-grade students, 9,000 eighth-grade students, and 8,000 twelfth-grade students participated in the assessment. Detailed information about the samples is presented in Table A.1 in Appendix A.

The NAEP U.S. History Framework

The NAEP 1994 U.S. history assessment was built from a new blueprint or framework. The NAEP 1994 *U.S. History Framework*[1] was developed through a national consensus process involving historians and educators from around the country. The result of the consensus process was a framework organized around three concepts or dimensions: major themes of U.S. history, chronological periods in U.S. history, and ways of knowing and thinking about U.S. history.

Themes in U.S. History. Four historical themes are the core organizing structure of the framework. In using themes rather than periods, the NAEP assessment differs from most history curricula, which are organized in a chronological fashion. The themes were intended to ensure that all major branches of historical study were covered and that emphasis on various areas was balanced.

1. ***Change and Continuity in American Democracy: Ideas, Institutions, Practices, and Controversies***

This theme primarily concerns the development of American political democracy from colonial times to the present. It covers political events that shaped American democracy, such as the American Revolution, the Civil War, and the fight for civil rights, as well as the core ideas and principles that underlie it. This theme ensures that students' knowledge of the circumstances surrounding the founding of the nation, the writing of the constitution, and other fundamental components of the nation's political history will be assessed. At the same time it calls for evaluating students' knowledge of the role that major political ideas and conflicts have played at different points in our history.

2. *The Gathering and Interaction of Peoples, Cultures, and Ideas*

The second theme is broadly defined because it covers a vast component of U.S. history: the interactions among the people and cultures of many countries, racial groups, and religious traditions that have contributed to the development of American society. This theme covers the nature and role of immigration throughout our history, cultural developments, patterns of social organization, and changing roles of men and women.

3. *Economic and Technological Changes and Their Relation to Society, Ideas, and the Environment*

This theme focuses on the economic history of the nation and its development from a rural, agricultural society to an urban, industrialized superpower. It covers the role economic ideas and beliefs have played in this change as well as the roles of geography and of developments in science and technology.

4. *The Changing Role of America in the World*

This theme calls for coverage of the many factors — physical geography, political ideals, economic interests, public opinion — that have shaped American foreign policy. It also addresses specific interactions between the U.S. and other nations and the domestic consequences of developments in foreign policy.

Table 1 shows the percentage of assessment time to be devoted to each theme specified in the framework. In addition to guiding assessment construction, these percentages are used to weight the thematic subscales in the calculation of the composite NAEP U.S. history scale used in this report. (A discussion of the thematic subscale results will be included in the forthcoming *NAEP 1994 United States History Report Card.*)

TABLE 1

Distribution of Assessment Time across Historic Themes, by Grade

Theme	Grade 4	Grade 8	Grade 12
Change and Continuity in American Democracy: Ideas, Institutions, Practices, and Controversies	25%	30%	25%
The Gathering and Interaction of Peoples, Cultures, and Ideas	35%	30%	25%
Economical and Technological Changes and Their Relation to Society, Ideas, and the Environment	25%	20%	25%
The Changing Role of America in the World	15%	20%	25%

Periods in U.S. History. Eight periods provide chronological structure that can be used to trace many questions raised by the four themes. These periods focus attention on several major eras of U.S. history. They overlap at some points because they were conceived to ensure coverage of major trends and events. The historical periods are not used as reporting subscales. The proportion of assessment time devoted to each of these periods is specified in the framework. The periods are:

1. **Three Worlds and Their Meeting in the Americas (Beginnings to 1607)**
2. **Colonization, Settlement, and Communities (1607 to 1763)**
3. **The Revolution and the New Nation (1763 to 1815)**
4. **Expansion and Reform (1801 to 1861)**
5. **Crisis of the Union: Civil War and Reconstruction (1850 to 1877)**
6. **The Development of Modern America (1865 to 1920)**
7. **Modern America and the World Wars (1914 to 1945)**
8. **Contemporary America (1945 to Present)**

Cognitive Domains. The framework considers the various forms of thinking and knowledge that historical study requires. These are divided into two general cognitive domains in order to ensure that each is appropriately represented in the assessment. The two domains and their definitions are as follows.

1. **Historical Knowledge and Perspective**
   This domain includes knowing and understanding people, events, concepts, themes, movements, contexts, and historical sources; sequencing events; recognizing multiple perspectives and seeing an era or movement through the eyes of different groups; and developing a general conceptualization of U.S. history.

2. **Historical Analysis and Interpretation**
   This domain includes explaining issues, identifying historical patterns, establishing cause-and-effect relationships, finding value statements, establishing significance, applying historical knowledge, weighing evidence to draw sound conclusions, making defensible generalizations, and rendering insightful accounts of the past.

The framework also places a major emphasis on using a wide variety of primary and secondary historical documents. These are used to measure students' ability to interpret and analyze historical materials.

Finally, the framework indicates that at least 50 percent of testing time should be spent on constructed-response questions that require students to write short (one or two sentences) or extended (a paragraph or more) answers. In the actual assessment, approximately 60 percent of assessment time was devoted to questions of this type.

At each grade level assessed, the NAEP U.S. history assessment consisted of a set of test booklets, each containing student background questions and cognitive tasks. The background sections asked students to provide information about their characteristics, classroom instruction, and motivation to complete the assessment. The cognitive sections included stimulus materials and associated tasks designed to assess students' historical knowledge and skills. Examples of cognitive sections are presented in Appendix B. Each section contains a mixture of multiple-choice and constructed-response questions. The assessment was composed of six 25-minute blocks of cognitive questions at grade 4 and eight 25-minute blocks at both grades 8 and 12. At grades 8 and 12, the 25-minute blocks were supplemented by one 50-minute block. Each assessed student completed a booklet with either two 25-minute blocks or one 50-minute block. The booklets were distributed randomly to students and required about one hour to complete.

The NAEP U.S. History Scale

Responses to the assessment tasks were analyzed to determine the percentages of students responding correctly to each of the multiple-choice questions and the percentages attaining each of the possible scores for constructed-response questions. Item response theory (IRT) methods were used to produce within-grade scales that summarize results for each of the four historical themes. Each subscale for grade 4 was linked to the corresponding subscale for grade 8. Likewise, each subscale for grade 12 was linked to the corresponding subscale for grade 8. Then, each linked subscale was mapped onto a 0 to 500 scale. These separate subscales were then weighted by the percentages shown in Table 1 to produce a composite NAEP U.S. history scale, which is used in Chapter 2 to present results. (The scales for each of the NAEP subjects assesssed in 1994 were developed independently; therefore, results should not be compared across subjects.)

Achievement Levels

In addition to summarizing results using the NAEP U.S. history scale, this report presents data using the U.S. history achievement levels authorized by the NAEP legislation[2] and adopted by the National Assessment Governing Board (NAGB). The achievement levels are based on collective judgments — gathered from a broadly representative panel of teachers, education specialists, and members of the general public — about what students should know and be able to do relative to the body of content reflected in the NAEP assessment framework. Three achievement levels were defined for each of the grade levels assessed: *Basic*, *Proficient*, and *Advanced*. The policy definitions of these achievement levels are given in Figure 1. In reporting NAEP results, there are effectively four achievement-level categories: the percentages of students at or above each of the levels and the percentage below the *Basic* (lowest) level.

Figure 1. Achievement Level Policy Definitions

Basic	This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
Proficient	This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter.
Advanced	This level signifies superior performance.

It should be noted that the setting of achievement levels on the National Assessment is relatively new and in transition. There have been evaluations which concluded that the percentages of students at certain levels may be underestimated[3]. On the other hand, there have been critiques of those evaluations, which concluded that the weight of the empirical evidence does not support such conclusions[4].

The student achievement levels in this report have been developed carefully and responsibly, and have been subject to refinements and revisions in procedures as new technologies for standard setting have become available. Upon review of the available information, the Commissioner of NCES has judged that the achievement levels have a developmental status. However, in 1994 the Commissioner and the National Assessment Governing Board also believe that the achievement levels are useful and valuable in reporting on the educational achievement of America's students.

Overview of this Report

The two remaining chapters of this report present selected results in terms of the *NAEP U.S. history scale* and *student achievement levels*, respectively. Within each of these chapters, findings are presented for the nation, for the regions, and for the major reporting subgroups described below. More detailed descriptions of the reporting subgroups are presented in Appendix C.

- *Race/Ethnicity*. Estimates are reported by students' race/ethnicity (self-identified) using the following mutually exclusive categories: White, Black, Hispanic, Asian, Pacific Islander, and American Indian (including Alaskan Native).
- *Gender*. Estimates are reported separately for males and females.
- *Parents' Education Level*. Estimates are reported based on students' reports of the highest level of education attained by at least one of their parents: did not finish high school, graduated from high school, some education after high school, or graduated from college.
- *Public/Nonpublic Schools*. Estimates are reported for students attending public schools and nonpublic schools, including Catholic and other nonpublic schools.

This report examines and compares the U.S. history performance of groups of students defined by shared demographic characteristics or responses to background questions (for example, males compared to females). It does not explore the relationships among combinations of these groups (for example, White males compared to Black males).

The means and percentages presented in the report are *estimates* because they are based on samples rather than the entire population(s). Consequently, the results are subject to a measure of uncertainty, reflected in the *standard error* of the estimate. Although standard errors are not provided with the estimates presented in this report, a full set of standard errors will be available in the *NAEP 1994 United States History Report Card*.

The comparisons presented in the report are based on statistical tests that consider both the magnitude of the difference between the group means or percentages and the standard errors of those statistics. Throughout this report, differences between reporting groups are defined as significant when they are significant from a statistical perspective. This means that observed differences are unlikely to be due to chance factors associated with sampling variability. All differences reported are statistically significant at the 0.05 level with appropriate adjustments for multiple comparisons. The term "significant," therefore, is not intended to imply a judgment about the absolute magnitude or educational relevance of the differences. The term is intended to identify statistically dependable *population* differences as an aid in focusing subsequent dialogue among policymakers, educators, and the public.

This report contains three appendices. Appendix A provides information about sampling. Appendix B contains sample assessment questions. Appendix C includes descriptions of the reporting subgroups. Detailed information about measurement methodology and data analysis techniques will be available in the forthcoming *NAEP 1994 United States History Report Card* and the *NAEP 1994 Technical Report*.

Cautions in Interpretations

The reader is cautioned against making simple or causal inferences related to the performance of various subgroups of students or about the effectiveness of public and nonpublic schools. Average performance differences between two groups of students may in part be due to socioeconomic and other factors. For example, differences observed among racial/ethnic subgroups are almost certainly associated with a broad range of socioeconomic and educational factors not discussed in this report and possibly not addressed by the NAEP assessment program. Similarly, differences in performance between public and nonpublic school students may be better understood after accounting for factors such as composition of the student body, parents' education levels, and parental interest.

Endnotes

1. *U.S. History Framework for the 1994 National Assessment of Educational Progress* (Washington, DC: National Assessment Governing Board, U.S. Department of Education, Government Printing Office).

2. P.L. 103-382. Improving America's Schools Act of 1994.

3. *Education Achievement Standards, NAGB's Approach Yields Misleading Interpretations*, United States General Accounting Office Report to Congressional Requestors (Washington, DC: United States General Accounting Office, June 1993). GAO/PEMD-93-12 Educational Achievement Standards.

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4. American College Testing, *Technical Report on Setting Achievement Levels on the 1992 National Assessment of Educational Progress in Mathematics, Reading, and Writing* (Washington, DC: National Assessment Governing Board, 1993).

   Cizek, G., *Reactions to National Academy of Education Report* (Washington, DC: National Assessment Governing Board, 1993).

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CHAPTER 2

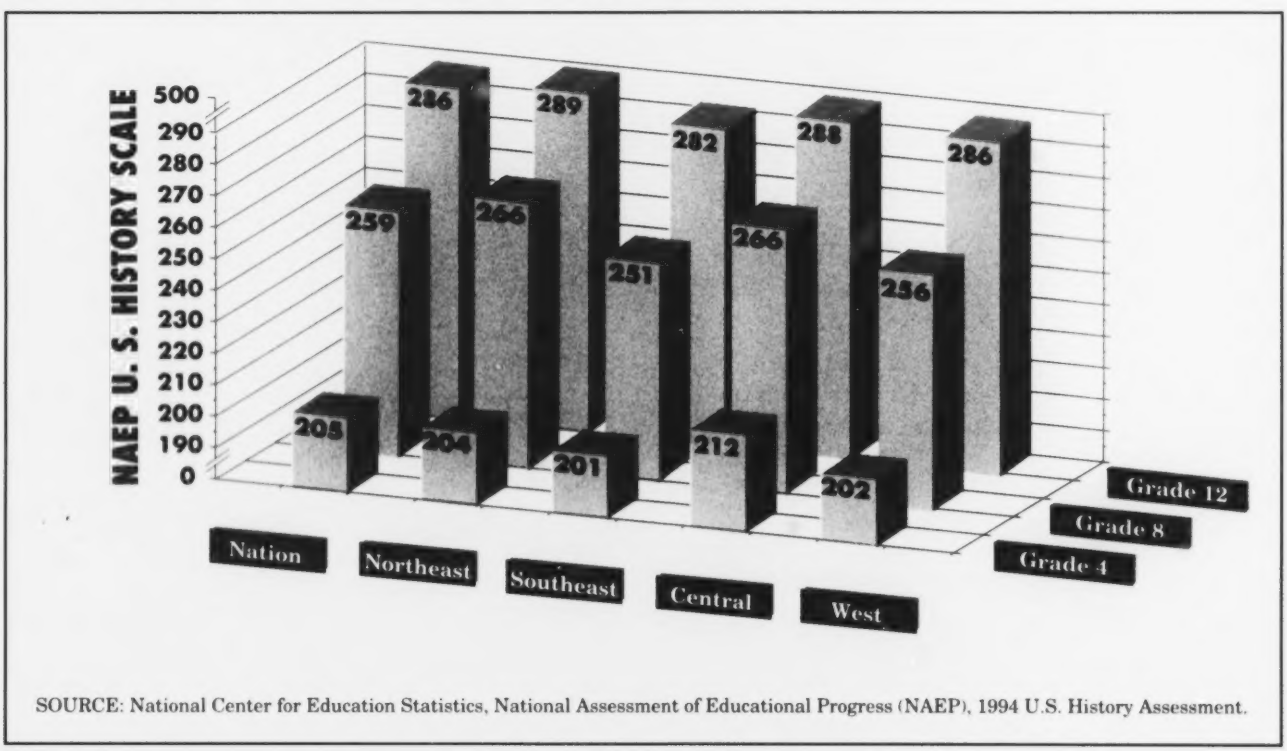
A First Look at the Average U.S. History Scores of America's Students

This chapter reports the average NAEP U.S. history scale scores of students in grades 4, 8, and 12. Findings are presented for the nation, by region, and for major subgroups of students. (Appendix B contains sample questions and question-level results from the NAEP 1994 U.S. history assessment.) The differences in assessment performance discussed in this chapter are *statistically significant*. Other group and regional differences in U.S. history scores may exist, but they are not statistically significant.

Average U.S. History Scores for the Nation and by Regions

Figure 2 and Table 2 present national and regional estimates of the average scores of fourth, eighth, and twelfth graders on the NAEP 1994 U.S. history assessment. Across the nation, the average scores were 205 for fourth graders, 259 for eighth graders, and 286 for twelfth graders. Among the various regions of the country, differences in NAEP U.S. history scale scores were observed. At grade 4, students in the Central region outperformed those in the Southeast and West. At grade 8, students in the Southeast had lower average scores than did students in all other regions. Eighth graders in the Northeast and Central regions also displayed higher average scores than did those in the West. Among high school seniors, students in the Southeast had lower average scores than did those in the Northeast and Central regions.

Figure 2. Average NAEP U.S. History Scores by Grade and by Region



SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

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TABLE 2

Average NAEP U.S. History Scores for the Nation and by Region

THE NATION'S REPORT CARD 1994 U.S. History Assessment

	Percentage of Students	Average Scale Score
Grade 4		
Nation	100	205
Region		
Northeast	22	204
Southeast	23	201
Central	25	212
West	30	202
Grade 8		
Nation	100	259
Region		
Northeast	20	266
Southeast	25	251
Central	24	266
West	31	256
Grade 12		
Nation	100	286
Region		
Northeast	20	289
Southeast	23	282
Central	27	288
West	30	286

The NAEP U.S. History scale ranges from 0 to 500.

The standard errors for the national averages are between 0.6 and 1.0 scale score points. The standard errors for the regional averages range from 1.1 to 2.6 scale score points.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

Average NAEP U.S. History Scores by Major Reporting Subgroups

Tables 3 through 6 present average NAEP U.S. history scale scores for major subgroups of the fourth-, eighth-, and twelfth-grade student populations.

Race/Ethnicity. Table 3 presents average U.S. history scores for racial/ethnic subgroups. The 1994 history assessment, like NAEP assessments in other subject areas, showed substantial variation in the average performance among the different racial/ethnic subgroups. At all three grades, White and Asian students had significantly higher scores, on average, than did Black and Hispanic students. In addition, at grade 4 the average scores of White students were higher than those of American Indian students. At grade 4, Pacific Islander students scored significantly higher than did Black and Hispanic students. Finally, at grade 12, while the average score of White students was higher than that of their Pacific Islander counterparts, the average score of the latter group was significantly higher than those of Black and Hispanic students.

For the American Indian student samples at grades 8 and 12 and the Pacific Islander student sample at grade 8, the nature of the samples does not allow accurate determination of the standard errors. For this reason, differences among these groups and other racial/ethnic groups are not discussed.

TABLE 3

Average NAEP U.S. History Scores by Race/Ethnicity

THE NATION'S REPORT CARD 1994 U.S. History Assessment

	Percentage of Students	Average Scale Score
Grade 4		
Nation	100	205
Race/Ethnicity		
White	69	215
Black	15	177
Hispanic	11	180
Asian	2	209
Pacific Islander	1	200
American Indian	2	190
Grade 8		
Nation	100	259
Race/Ethnicity		
White	69	267
Black	15	239
Hispanic	11	243
Asian	2	270
Pacific Islander	1 !	252 !
American Indian	1 !	246 !
Grade 12		
Nation	100	286
Race/Ethnicity		
White	74	292
Black	12	265
Hispanic	9	267
Asian	3	287
Pacific Islander	1	280
American Indian	1 !	279 !

The NAEP U.S. History scale ranges from 0 to 500.

The standard errors for the national averages are between 0.6 and 1.0 scale score points. The standard errors for the race/ethnicity averages range from 0.8 to 7.1 scale score points.

Percentages may not total 100 due to rounding.

! Interpret with caution any comparisons involving this statistic. The nature of the sample does not allow for accurate determination of the variability of this value.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

Gender. As can be seen in Table 4, the average NAEP U.S. history scores for males and females tends to be similiar at grades 4 and 8 (i.e., differences are not significantly different). However, at grade 12 there is a significant difference, with the average score for males being higher than the average for females.

TABLE 4

Average NAEP U.S. History Scores by Gender

THE NATION'S REPORT CARD 1994 U.S. History Assessment

	Percentage of Students	Average Scale Score
Grade 4		
Nation	100	205
Gender		
Male	50	203
Female	50	206
Grade 8		
Nation	100	259
Gender		
Male	50	259
Female	50	259
Grade 12		
Nation	100	286
Gender		
Male	50	288
Female	50	285

The NAEP U.S. History scale ranges from 0 to 500.

The standard errors for the national averages are between 0.6 and 1.0 scale score points.
The standard errors for the gender averages range from 0.7 to 1.5 scale score points.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

Parents' Education Level. As shown in Table 5, the NAEP 1994 U.S. history results reveal a strong, positive relationship between students' reports of their parents' education level and students' achievement. It should be noted that at grade 4 — and, to a lesser extent, grade 8 — substantial numbers of students do not know how much education their parents received. Furthermore, the accuracy of student-reported data is open to some question[1]. However, these caveats notwithstanding, the relationship between students' reports of their parents' education level and students' performance remains striking.

At all grades, students reporting given levels of parental education had a significantly higher average score than all students reporting lower levels of education. So, for example, students who reported that at least one parent had graduated from college displayed higher average scores than those who reported that at least one parent had some education after high school. The latter group in turn outperformed those who reported that at least one parent had graduated from high school. The sole exception to this pattern was at grade 4, where there was no statistically significant difference between students reporting that at least one parent was a college graduate and those reporting that at least one parent had received some education beyond high school.

TABLE 5

Average NAEP U.S. History Scores by Parents' Education Level

THE NATION'S REPORT CARD 1994 U.S. History Assessment

	Percentage of Students	Average Scale Score
Grade 4		
Nation	100	205
Parents' Education Level		
Graduated from College	43	216
Some Education After High School	8	214
Graduated from High School	12	197
Did Not Finish High School	4	177
I Don't Know	34	195
Grade 8		
Nation	100	259
Parents' Education Level		
Graduated from College	42	270
Some Education After High School	19	264
Graduated from High School	23	251
Did Not Finish High School	7	241
I Don't Know	9	238
Grade 12		
Nation	100	286
Parents' Education Level		
Graduated from College	45	296
Some Education After High School	25	287
Graduated from High School	20	276
Did Not Finish High School	7	263
I Don't Know	3	256

The NAEP U.S. History scale ranges from 0 to 500.

The standard errors for the national averages are between 0.6 and 1.0 scale score points.
The standard errors for the parents' education level averages range from 0.8 to 3.3 scale score points.

Percentages may not total 100 due to rounding.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

Public and Nonpublic Schools. Table 6 shows the NAEP 1994 U.S. history results for students attending public and nonpublic schools. As was the case in the NAEP 1994 reading assessment, students attending nonpublic schools (either Catholic schools or other nonpublic schools) had significantly higher average scores than did students attending public schools.

As was noted in Chapter 1, the reader is cautioned against using these data to make simplistic inferences about the relative effectiveness of public and nonpublic schools. Average performance differences between the two types of schools are in part related to socioeconomic factors and sociological factors, such as levels of parental education. To get a clearer picture of the differences between public and nonpublic schools, more in-depth analyses need to be undertaken.

TABLE 6

Average NAEP U.S. History Scores by Type of School

THE NATION'S REPORT CARD 1994 U.S. History Assessment

	Percentage of Students	Average Scale Score
Grade 4		
Nation	100	205
Type of School		
Public Schools	90	203
Nonpublic Schools	10	222
Catholic Schools	6	221
Other Nonpublic Schools	4	224
Grade 8		
Nation	100	259
Type of School		
Public Schools	90	257
Nonpublic Schools	10	278
Catholic Schools	6	279
Other Nonpublic Schools	4	277
Grade 12		
Nation	100	286
Type of School		
Public Schools	89	284
Nonpublic Schools	11	299
Catholic Schools	6	298
Other Nonpublic Schools	5	299

The NAEP U.S. History scale ranges from 0 to 500.

The standard errors for the national averages are between 0.6 and 1.0 scale score points.
The standard errors for the type of school averages range from 0.7 to 3.1 scale score points.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

Endnotes

1. Looker, E.D., "Accuracy of proxy reports of parental status characteristics," in *Sociology of Education, 62(4)*, pp. 257-276, 1989.

CHAPTER 3

A First Look at Attainment of Achievement Levels by America's Students

The percentages of students who attained each of the achievement levels in the NAEP 1994 U.S. history assessment are presented in this chapter. Results are displayed for the nation, for region, and for the major subgroups.

The National Education Statistics Act of 1994 requires that the National Assessment Governing Board develop "appropriate student performance levels" for reporting NAEP results. The NAEP law requires that these levels be "used on a developmental basis until the Commissioner of Education Statistics determines . . . that such levels are reasonable, valid, and informative to the public." It requires the Commissioner and the Governing Board to make clear the developmental status of such levels.

The student achievement levels in this report have been developed and adopted by the National Assessment Governing Board, NAEP's independent policy-making body, with contributions from a wide variety of educators, business and government leaders, and interested citizens. These levels of student achievement have been established to help Americans answer two questions that are important to parents and to all citizens in the communities and nation in which we live. These questions are: "What should students know and be able to do as they progress and graduate from school?" and "How good is good enough in terms of student achievement on NAEP?" Answering these questions obviously involves judgments. The National Assessment Governing Board is not suggesting that there is a single answer to these questions. Rather, the Board is trying to put forward reasonable judgments that can inform citizens across America — information they can use to answer these questions in their own schools and communities.

Developing carefully considered judgments about "what students should know and be able to do" and "how good is good enough" is both difficult and controversial. The Governing Board believes that these questions are so important that answers must be sought in an informed, responsible way. The process is subject to revision and refinement as appropriate.

The student achievement levels in this report, approved by the Governing Board, are the result of countless hours of work. The levels are based on preliminary descriptions developed as part of the national consensus process to determine the assessment design and content. The Board's contractor, American College Testing (ACT), which has extensive experience in standard setting in many fields, designed the achievement level-setting process. This process was reviewed by scores of individuals, including policymakers, professional organizations, teachers, parents, and other members of the general public. To develop the levels, ACT convened a cross-section of educators and interested citizens from across the nation and asked them to recommend what students should know and be able to do in U.S. history. Prior to adopting these levels of student achievement, the Board engaged a large number of persons to comment on the recommended levels and to review the results.

The result of the achievement level-setting process is a set of achievement level descriptions, a set of achievement level cutpoints on the 500-point NAEP scale, and exemplar questions. The cutpoints are minimum scores that define *Basic*, *Proficient*, and *Advanced* performance at grades 4, 8, and 12. At present, evaluations conducted on the level-setting process and critiques of those evaluations have provided mixed reviews. Therefore, both the Governing Board and the Commissioner of Education Statistics regard the achievement levels as developmental; they should not be interpreted as statistically conclusive. Because these levels are still considered developmental, the reader of this report is advised to consider that status when interpreting the results. The reader should recognize that the results are based on the judgments of panels, approved by the Governing Board, of what *Basic*, *Proficient*, and *Advanced* students should know and be able to do in each subject assessed, as well as on their judgments regarding what percent of students at the

borderline for each level should answer each test question correctly. The latter information is used in translating the achievement level descriptions into cutpoints on the NAEP scale. NCES uses these levels in reporting NAEP results, but it does not currently adjudicate the reliability or validity of these achievement levels. Rather they are reported directly as adopted by the Governing Board.

The U.S. history results presented here for grades 4, 8, and 12 illustrate one of the difficulties of setting achievement levels. The Governing Board is concerned about the discrepancy between actual student performance described in this report and the expectations for performance that are contained in the achievement levels. Simply stated, students are not performing as well on the NAEP U.S. history assessment, particularly at grade 12, as the Governing Board and the many panelists and reviewers think these students should perform. For example, most students take at least one high school course in U.S. history by the end of the eleventh grade. Yet the achievement levels indicate that more than half (57 percent) of twelfth graders are performing below the *Basic* level, with 1 percent scoring at the *Advanced* level. In contrast, data from the College Board show that about 2.4 percent of all graduating seniors score well enough on the Advanced Placement exam in U.S. history to be considered qualified for college credit.

Since NAEP is a cross-sectional survey of student achievement, it cannot readily identify cause and effect relationships to explain why students scored high or low. Although one hypothesis is that students' performance was found to be too low because the achievement levels are set too high, NAGB does not believe that this is the case. At present, studies on these achievement levels, conducted by ACT, have pointed in opposite directions — one suggested the levels were too high, the other that they were too low. The Governing Board intends to look carefully at this gap between expected and actual performance, and encourages others to do so as well.

Nevertheless, there are several other hypotheses that might account for this gap between actual student scores and the achievement levels. Motivation, particularly at grade 12, is a perennial question in an assessment like NAEP for which there are no stakes or rewards for students to do well. (However, it is not clear why students should be less motivated in taking this history assessment than other NAEP assessments in which higher percentages of students reached the various cutpoints.) There may be differences between what is taught in the broad array of U.S. history classes and the content of this NAEP assessment. A lack of consistency between the grade levels at which the subject is taught and the NAEP assessment of grades 4, 8, and 12 could account for some of this discrepancy. The judges for the twelfth grade levels may have had relatively higher expectations than judges for the other grades. Finally, the difference between more conventional testing practices in some classrooms and the NAEP assessment questions may be another factor. NAEP includes a variety of questions, from multiple-choice questions to open-ended tasks that require students to apply knowledge and demonstrate skills by writing their answers.

Many of these factors, or a combination of all of them, could explain the gap between standards for student performance contained in the NAGB achievement levels and the actual performance on the NAEP 1994 U.S. history assessment. The National Assessment Governing Board urges all who are concerned about "what students should know and be able to do" and "how good is good enough" to read and interpret these performance levels recognizing that this is a developing, judgmental process and is subject to various interpretations. The decision to include the levels in NAEP reports is an attempt to make the assessment results more useful for parents, educators, and policymakers by providing performance standards against which to measure educational progress.

As explained in Chapter 1, three achievement levels — *Basic*, *Proficient*, and *Advanced* — have been established by the National Assessment Governing Board for reporting NAEP results. The *Basic* level denotes partial mastery of the knowledge and skills that are fundamental for proficient work at a given grade. The *Proficient* level represents solid academic performance. Students reaching this level demonstrate competency with a range of challenging subject matter. The *Advanced* level signifies superior performance at a given grade.

Specific definitions of the three levels of U.S. history achievement for each of the three grades are presented in Figure 3. For each grade, the definitions are cumulative from *Basic* through *Advanced*. In other words, students performing at the *Proficient* level also display the competencies associated with the *Basic* level; and students performing at the *Advanced* level demonstrate skills and knowledge associated with both preceding levels.

As part of the development of the achievement levels, NAGB also selected student responses that, in the judgment of the panelists, illustrated the levels. Figure 4 presents an eighth-grade question and three student responses corresponding to the three achievement levels. Accompanying the question is a table that presents two types of percentages: (1) the overall percentage of students within a grade who successfully answered the question, and (2) the percentages of students within each of the achievement level intervals — *Basic*, *Proficient*, and *Advanced* — who answered the question successfully. For the question presented in Figure 4, 25 percent of all eighth graders provided answers rated "Essential" or better as described in the scoring rubric. For those eighth graders who scored within the *Basic* achievement level interval, 32 percent provided answers rated as "Essential" or better. Over half the eighth graders (59 percent) who scored within the *Proficient* achievement level interval provided such answers. The standard errors associated with each percentage are also included in the table. The percentages for students within the *Advanced* achievement level interval are not presented, however, because of small sample size. (Appendix B contains additional sample questions from the NAEP 1994 U.S. history assessment.)

Figure 3. U.S. History Achievement Levels

GRADE 4	
BASIC (195)	Fourth-grade students performing at the basic level should be able to identify and describe a few of the most familiar people, places, events, ideas, and documents in American history. They should be able to explain the reasons for celebrating most national holidays, have some familiarity with the geography of their own state and the United States, and be able to express in writing a few ideas about a familiar theme in American history.
PROFICIENT (243)	Fourth-grade students performing at the proficient level should be able to identify, describe, and comment on the significance of many historical people, places, ideas, events, and documents. They should interpret information from a variety of sources, including texts, maps, pictures, and timelines. They should be able to construct a simple timeline from data. These students should recognize the role of invention and technological change in history. They should also recognize the ways in which geographic and environmental factors have influenced life and work.
ADVANCED (276)	Fourth-grade students performing at the advanced level should have a beginning understanding of the relationships between people, places, ideas, events, and documents. They should know where to look for information, including reference books, maps, local museums, interviews with family and neighbors, and other sources. They should be able to use historical themes to organize and interpret historical topics, and to incorporate insights from beyond the classroom into their understanding of history. These students should understand and explain the role of invention and technological change in history. They should also understand and explain the ways in which geographic and environmental factors have influenced life and work.
GRADE 8	
BASIC (252)	Eighth-grade students performing at the basic level should be able to identify and place in context a range of historical people, places, events, ideas, and documents. They should be able to distinguish between primary and secondary sources. They should have a beginning understanding of the diversity of the American people and the ways in which people from a wide variety of national and cultural heritages have become part of a single nation. Eighth-grade students at the basic level should also have a beginning understanding of the fundamental political ideas and institutions of American life and their historical origins. They should be able to explain the significance of some major historical events.
PROFICIENT (294)	Eighth-grade students performing at the proficient level should be able to explain the significance of people, places, events, ideas, and documents, and to recognize the connection between people and events within historical contexts. They should understand and be able to explain the opportunities, perspectives, and challenges associated with a diverse cultural population. They should incorporate geographic, technological, and other considerations in their understanding of events and should have knowledge of significant political ideas and institutions. They should be able to communicate ideas about historical themes while citing evidence from primary and secondary sources to support their conclusions.
ADVANCED (327)	Eighth-grade students performing at the advanced level should recognize significant themes and movements in history and begin to understand particular events in light of these themes and movements. They should have an awareness of continuity and change over time and be able to draw relevant analogies between past events and present-day situations. They should be able to frame questions about historical topics and use multiple sources to develop historical generalizations and interpretations. They should be able to explain the importance of historical themes, including some awareness of their political, social, and economic dimensions.
GRADE 12	
BASIC (294)	Twelfth-grade students performing at the basic level should be able to identify the significance of many people, places, events, dates, ideas, and documents in U.S. history. They should also recognize the importance of unity and diversity in the social and cultural history of the United States, and have an awareness of America's changing relationships with the rest of the world. They should have a sense of continuity and change in history and be able to relate relevant experience from the past to their understanding of contemporary issues. They should recognize that history is subject to interpretation and should understand the role of evidence in making a historical argument.
PROFICIENT (325)	Twelfth-grade students performing at the proficient level should understand particular people, places, events, ideas, and documents in historical context, with some awareness of the political, economic, geographic, social, religious, technological, and ideological factors that shape historical settings. They should be able to communicate reasoned interpretations of past events, using historical evidence effectively to support their positions. Their written arguments should reflect some in-depth grasp of issues and refer to both primary and secondary sources.
ADVANCED (355)	Twelfth-grade students achieving at the advanced level should demonstrate a comprehensive understanding of events and sources of U.S. history. Recognizing that history is subject to interpretation, they should be able to evaluate historical claims critically in light of the evidence. They should understand that important issues and themes have been addressed differently at different times and that America's political, social, and cultural traditions have changed over time. They should be able to write well-reasoned arguments on complex historical topics and draw upon a wide range of sources to inform their conclusions.

Figure 4. U.S. History Achievement Level Illustration – Grade 8 Exercise

The following question refers to the magazine cover below.

Philadelphia Museum of Art:
Purchased: Lola Downin Peck Fund.

BEST COPY AVAILABLE

Figure 4. U.S. History Achievement Level Illustration – Grade 8 Exercise (continued)

Look at the magazine cover. What historical events would have led this question and picture to appear on the cover of a popular magazine in 1876 ?

_____

_____

_____

What attitudes displayed toward American Indians by other Americans are suggested by this magazine cover?

_____

_____

_____

A **Complete** response answers both parts of the question and provides specifics. It may, for example, discuss disputes about western lands and the issue of reservations vs. assimilation.

An **Essential** response answers both parts of the question, although one part gives a general statement without providing any specifics. For instance the response may state that the issue is addressed on a magazine cover because "there were lots of arguments between the government and the Indians then"; or, the response may describe the attitude of many other Americans by saying "they did not like the Sioux Indians."

A **Partial** response correctly answers only one part of the question. It may give two answers that are not wrong but both are very vague.

Grade 8	Percentage "Essential" or Better within Achievement Level Intervals		
Overall Percentage Essential or Better	*Basic* 252-293*	*Proficient* 294-326*	*Advanced* 327 and above*
25 (1.2)	32 (2.0)	59 (4.4)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The percentage of students below *Basic* who successfully answered the question is not included in the table. However, these students are included in the overall percentage.
The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Figure 4. U.S. History Achievement Level Illustration – Grade 8 Exercise (continued)

The following samples of students' responses were selected by the National Assessment Governing Board (NAGB) to be illustrative for the three achievement levels they established for the 1994 NAEP U. S. history assessment. The scoring guide or rubric presented on page 16 was used in rating students' responses. The responses were not scored using the NAGB achievement levels descriptions as guides. Students within any of the three achievement levels would be expected to vary in terms of their performance on any given question. The sample response presented were selected to illustrate what a typical student in a given achievement level was capabie of producing.

BASIC – GRADE 8

Look at the magazine cover. What historical events would have led this question and picture to appear on the cover of a popular magazine in 1876 ?

They didn't like the Indians back then because they thought they bothered them and were wondering what they shall do with their Indians.

What attitudes displayed toward American Indians by other Americans are suggested by this magazine cover?

The Americans do not like the Indians and are wanting to get rid of them.

Figure 4. U.S. History Achievement Level Illustration – Grade 8 Exercise (continued)

PROFICIENT – GRADE 8

Look at the magazine cover. What historical events would have led this question and picture to appear on the cover of a popular magazine in 1876?

The genocide of Indians while settlers enjoyed their New Land

What attitudes displayed toward American Indians by other Americans are suggested by this magazine cover?

That some people felt SORRY for the Native Americ

ADVANCED – GRADE 8

Look at the magazine cover. What historical events would have led this question and picture to appear on the cover of a popular magazine in 1876?

Indian uprisings and ambushes of frontier farmers
army putting Indians on reservation

What attitudes displayed toward American Indians by other Americans are suggested by this magazine cover?

that they were less than humon and far behind rest of the world and they were a nuisance to frontier--farmers and settlers and had to be put away on reservations

Achievement Level Results for the Nation

The percentages of students performing at or above the three achievement levels are shown in Table 7. The most striking finding is that many students failed to achieve the *Basic* level established by NAGB for the NAEP U.S. history assessments. Across the grades, 36 percent of fourth graders, 39 percent of eighth graders, and 57 percent of twelfth graders were classified as performing below the *Basic* level. In other words, 43 percent of the grade 12 students scored at or above the *Basic* level.

The *Proficient* level — defined as signifying solid academic performance — was reached by fewer than one fifth of the students at any grade. Among high school seniors, 11 percent of the students were classified as *Proficient* or *Advanced*. At grades 4 and 8, the percentages of students at or above the *Proficient* level were 17 and 14, respectively. Finally, 2 percent of fourth graders and 1 percent of eighth and twelfth graders reached the *Advanced* level.

TABLE 7

U.S. History Achievement Levels for the Nation and by Region

THE NATION'S REPORT CARD 1994 U.S. History Assessment

		Percentage of Students			
	Percentage of All Students	At or Above Advanced	At or Above Proficient	At or Above Basic	Below Basic
Grade 4					
Nation	100	2	17	64	36
Region					
Northeast	22	3	18	63	37
Southeast	23	2	15	61	39
Central	25	3	20	71	29
West	30	1	16	61	39
Grade 8					
Nation	100	1	14	61	39
Region					
Northeast	20	1	19	69	31
Southeast	25	0	9	51	49
Central	24	1	17	69	31
West	31	1	11	58	42
Grade 12					
Nation	100	1	11	43	57
Region					
Northeast	20	1	13	46	54
Southeast	23	0	8	37	63
Central	27	1	11	45	55
West	30	1	10	43	57

The standard errors for the (a) Advanced Level, national percentages range from 0.1 to 0.3; (b) Proficient Level, national percentages range from 0.6 to 1.0; and (c) Basic Level, national percentages range from 0.9 to 1.1.

The standard errors for the (a) Advanced Level, regional percentages range from 0.2 to 1.0; (b) Proficient Level, regional percentages range from 0.8 to 2.6; and (c) Basic Level, regional percentages range from 1.3 to 2.8.

The estimates of population percentages reported as zero (and standard errors reported as 0.0) are actually non-zero but rounded to zero when reporting to the nearest integer (or nearest tenth in the case of the standard errors).

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

Achievement Level Results by Region

Table 7 and Figure 5 show the regional percentages of students scoring at or above each U.S. history achievement level. There were no statistically significant differences among regions at the fourth-grade level. Further, across the three grades there were no significant regional variations in the percentage of students attaining the *Advanced* level.

More significant regional differences were observed at the eighth grade. The percentage of eighth graders at or above the *Basic* level in the Southeast was less than the percentages of students in other regions. The percentages of students in the Northeast and Central regions who score at or above the *Basic* level were also higher than that in the West. Finally, at grade 8, the percentages of students in the Northeast and Central regions at or above the *Proficient* level were higher than the percentages in the other two regions.

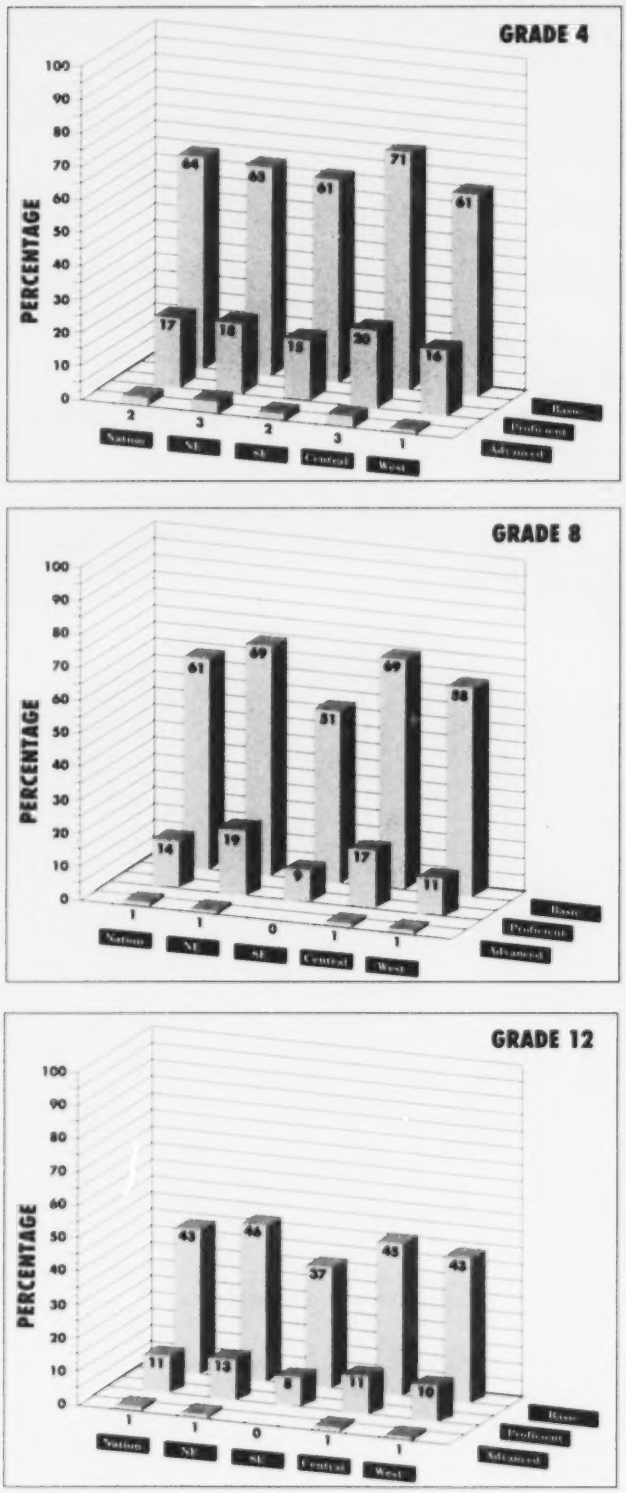
At grade 12, there were only two statistically significant regional differences. The percentages of students in the Northeast and Central regions at or above the *Basic* level were substantially higher than the percentage in the Southeast.

Achievement Levels by Major Reporting Subgroups

Tables 8 through 11 present the percentages of students in various subgroups scoring at or above each of the three achievement levels. Again, the discussion of the findings is limited to statistically significant differences between subgroups.

Race/Ethnicity. The attainment of achievement levels by students in particular racial/ethnic subgroups is shown in Table 8. As in other NAEP assessments, there were substantial subgroup differences. At grade 4, the percentages of White students at or above each of the three achievement levels were higher than the percentages of Black and Hispanic students. Further, a higher percentage of White students reached the *Basic* or *Proficient* levels than did American Indian students. A higher percentage of Asian students than Black and Hispanic students performed at or above the *Proficient* and *Basic* levels. Finally, the percentage of Pacific Islander students who were classified at or above the *Basic* level was significantly higher than that of Black students.

Figure 5. Percent of Students At or Above the U.S. History Achievement Levels by Grade and by Region



NE — Northeast SE — Southeast

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

At grade 8, the percentages of White students at or above each of the three achievement levels were higher than the percentages of Black and Hispanic students. A higher percentage of Asian students than Black and Hispanic students performed at or above the *Proficient* and *Basic* levels.

At grade 12 there were fewer significant differences across the racial/ethnic subgroups than there were at the other grades. A higher percentage of White seniors than Black seniors reached each of the three achievement levels. In addition, the percentages of White students at or above the *Proficient* and *Basic* levels were higher than the percentages for Hispanic students. Finally, a higher percentage of Asian students than Black or Hispanic students scored at or above the *Basic* level.

TABLE 8

U.S. History Achievement Levels by Race/Ethnicity

THE NATION'S REPORT CARD 1994 U.S. History Assessment

		Percentage of Students			
	Percentage of All Students	At or Above Advanced	At or Above Proficient	At or Above Basic	Below Basic
Grade 4					
Nation	100	2	17	64	36
Race/Ethnicity					
White	69	3	22	74	26
Black	15	0	4	36	64
Hispanic	11	1	6	41	59
Asian	2	4	22	64	36
Pacific Islander	1	3	16	59	41
American Indian	2	0	9	51	49
Grade 8					
Nation	100	1	14	61	39
Race/Ethnicity					
White	69	1	17	71	29
Black	15	0	4	33	67
Hispanic	11	0	5	41	59
Asian	2	2	23	72	28
Pacific Islander	1 !	1 !	11 !	52 !	48 !
American Indian	1 !	0 !	5 !	42 !	58 !
Grade 12					
Nation	100	1	11	43	57
Race/Ethnicity					
White	74	1	13	50	50
Black	12	0	2	17	83
Hispanic	9	0	4	22	78
Asian	3	2	16	46	54
Pacific Islander	1	1	7	33	67
American Indian	1 !	0 !	5 !	30 !	70 !

The standard errors for the (a) Advanced Level, national percentages range from 0.1 to 0.3; (b) Proficient Level, national percentages range from 0.6 to 1.0; and (c) Basic Level, national percentages range from 0.9 to 1.1.

The standard errors for the (a) Advanced Level, race/ethnicity percentages range from 0.1 to 2.9; (b) Proficient Level, race/ethnicity percentages range from 0.6 to 5.1; and (c) Basic Level, race/ethnicity percentages range from 1.1 to 8.7.

Percentages of students in the subgroups may not total 100 due to rounding.

The estimates of population percentages reported as zero (and standard errors reported as 0.0) are actually non-zero but rounded to zero when reporting to the nearest integer (or nearest tenth in the case of the standard errors).

! Interpret with caution any comparisons involving this statistic. The nature of the sample does not allow for accurate determination of the variability of this value.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

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As was mentioned in Chapter 2, the nature of the grades 8 and 12 American Indian student samples and the grade 8 Pacific Islander student sample does not allow accurate determination of the standard errors. For this reason, differences among these groups and other racial/ethnic groups are not discussed.

When interpreting these data, readers should keep in mind the cautions about interpreting group differences that are discussed in Chapter 1. A further reason for caution is that while the percentages of White students scoring at the *Advanced* level are larger (in a statistically significant sense) than those of Black students (at all grades) and Hispanic students (at grades 4 and 8), the practical importance of these differences may be limited by the small numbers of students reaching the *Advanced* level. For example, at grade 12 only 1 percent of White students attained this achievement level.

Gender. Table 9 presents achievement level results for males and females. There were no statistically significant differences between the two groups at grades 4 or 8. At grade 12, the percentages of males at or above the *Basic* level and at or above the *Proficient* level were higher than the percentages of females at or above those levels.

TABLE 9

U.S. History Achievement Levels by Gender

THE NATION'S REPORT CARD 1994 U.S. History Assessment

		Percentage of Students			
	Percentage of All Students	At or Above Advanced	At or Above Proficient	At or Above Basic	Below Basic
Grade 4					
Nation	100	2	17	64	36
Gender					
Male	50	2	18	62	38
Female	50	2	16	65	35
Grade 8					
Nation	100	1	14	61	39
Gender					
Male	50	1	15	61	39
Female	50	1	13	61	39
Grade 12					
Nation	100	1	11	43	57
Gender					
Male	50	1	12	45	55
Female	50	1	9	40	60

The standard errors for the (a) Advanced Level, national percentages range from 0.1 to 0.3; (b) Proficient Level, national percentages range from 0.6 to 1.0; and (c) Basic Level, national percentages range from 0.9 to 1.1.

The standard errors for the (a) Advanced Level, gender percentages range from 0.1 to 0.4; (b) Proficient Level, gender percentages range from 0.7 to 1.4; and (c) Basic Level, gender percentages range from 1.0 to 1.6.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

Parents' Educational Level. As shown in Table 10, parental education and student achievement are positively related. This mirrors the average NAEP U.S. history score results discussed in the previous chapter. At all three grades, a higher percentage of students who reported that at least one parent had graduated from college reached the *Advanced* level than those reporting that their parents had graduated from high school. In addition, at grade 12 a higher percentage of students who reported this highest level of parental education reached the *Advanced* level compared to their counterparts who reported that neither parent graduated from high school.

At the *Proficient* and *Basic* levels, the patterns were similar. At all grades, the percentages of students reporting that their parents had achieved a given level of education were generally higher than those reporting lower levels of parental education. For example, at grade 8, students who reported that at least one parent graduated from college were more likely to score at or above the *Proficient* level than were students who reported that at least one parent had achieved some education after high school. The latter group was more likely to score at or above the *Proficient* level than were students who reported at least one parent graduated from high school; who, in turn, showed higher

TABLE 10

U.S. History Achievement Levels by Parents' Education Level

THE NATION'S REPORT CARD 1994 U.S. History Assessment

		Percentage of Students			
	Percentage of All Students	At or Above Advanced	At or Above Proficient	At or Above Basic	Below Basic
Grade 4					
Nation	100	2	17	64	36
Parents' Education Level					
Graduated from College	43	4	25	74	26
Some Education After High School	8	3	21	74	26
Graduated from High School	12	1	10	57	43
Did Not Finish High School	4	0	2	37	63
I Don't Know	34	0	10	55	45
Grade 8					
Nation	100	1	14	61	39
Parents' Education Level					
Graduated from College	42	1	22	74	26
Some Education After High School	19	0	14	68	32
Graduated from High School	23	0	7	50	50
Did Not Finish High School	7	0	3	37	63
I Don't Know	9	0	3	36	64
Grade 12					
Nation	100	1	11	43	57
Parents' Education Level					
Graduated from College	45	1	17	56	44
Some Education After High School	25	1	8	42	58
Graduated from High School	20	0	4	29	71
Did Not Finish High School	7	0	1	15	85
I Don't Know	3	0	1	12	88

The standard errors for the (a) Advanced Level, national percentages range from 0.1 to 0.3; (b) Proficient Level, national percentages range from 0.6 to 1.0; and (c) Basic Level, national percentages range from 0.9 to 1.1.

The standard errors for the (a) Advanced Level, parents' education level percentages range from 0.1 to 1.0; (b) Proficient Level, parents' education level percentages range from 0.6 to 2.6; and (c) Basic Level, parents' education level percentages range from 1.2 to 4.1.

Percentages of students in the subgroups may not total 100 due to rounding.

The estimates of population percentages reported as zero (and standard errors reported as 0.0) are actually non-zero but rounded to zero when reporting to the nearest integer (or nearest tenth in the case of the standard errors).

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

achievement than those who reported that neither parent had finished high school. The exception to this rule is at grade 4, where there were no significant differences in the achievement level attainments of children who reported that at least one parent graduated from college and those who reported at least one parent had some education after high school.

It should be noted that one-third of fourth graders and one-tenth of eighth graders did not know their parents' level of education. Also, as was noted previously, the accuracy of student self-reported data may be open to some question. Nonetheless, the positive relationship between parental education and achievement in U.S. history remains striking.

Public and Nonpublic Schools. Achievement level results for students in public and nonpublic schools are shown in Table 11. At all grades, a higher percentage of nonpublic school students performed at or above both the *Basic* and *Proficient* levels than did their public school counterparts. At the eighth grade, the percentage of nonpublic school students at the *Advanced* level was also higher than the percentage of public school students, although only 2 percent of nonpublic school students attained this level.

As was noted in Chapter 1, the reader is cautioned against making simplistic inferences about the relative effectiveness of public and nonpublic schools from these data. Achievement level differences between the two types of schools are in part related to socioeconomic factors and sociological factors, such as levels of parental education. To get a clearer picture of the differences between public and nonpublic schools, more in-depth analyses are needed.

TABLE 11

U.S. History Achievement Levels by Type of School

THE NATION'S REPORT CARD 1994 U.S. History Assessment

		Percentage of Students			
	Percentage of All Students	At or Above Advanced	At or Above Proficient	At or Above Basic	Below Basic
Grade 4					
Nation	100	2	17	64	36
Type of School					
Public Schools Only	90	2	16	62	38
Nonpublic Schools Only	10	3	26	82	18
Catholic Schools	6	2	24	81	19
Other Nonpublic Schools	4	5	29	83	17
Grade 8					
Nation	100	1	14	61	39
Type of School					
Public Schools Only	90	1	12	59	41
Nonpublic Schools Only	10	2	28	84	16
Catholic Schools	6	2	29	85	15
Other Nonpublic Schools	4	2	26	83	17
Grade 12					
Nation	100	1	11	43	57
Type of School					
Public Schools Only	89	1	10	41	59
Nonpublic Schools Only	11	1	18	59	41
Catholic Schools	6	1	18	57	43
Other Nonpublic Schools	5	2	19	61	39

The standard errors for the (a) Advanced Level, national percentages range from 0.1 to 0.3; (b) Proficient Level, national percentages range from 0.6 to 1.0; and (c) Basic Level, national percentages range from 0.9 to 1.1.

The standard errors for the (a) Advanced Level, type of school percentages range from 0.2 to 1.4; (b) Proficient Level, type of school percentages range from 0.6 to 3.9; and (c) Basic Level, type of school percentages range from 1.0 to 4.0.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

APPENDIX A

National Sample Descriptions

The national and regional results presented in this report are based on nationally representative probability samples of fourth-, eighth-, and twelfth-grade students. The samples were selected using a multistage design involving the sampling of students from selected schools within selected geographic areas across the country. The sample design had the following stages:

1) selection of geographic areas (counties or groups of counties);
2) selection of schools (both public and nonpublic) within the selected areas; and
3) selection of students within selected schools.

Each selected school that participated in the assessment, and each student assessed, represents a portion of the population of interest. To make valid inferences from the student samples to the respective populations from which they were drawn, sampling weights are needed. Sampling weights are required to account for disproportionate representation due to oversampling of students attending schools with a high concentration of Black and/or Hispanic students, and from nonpublic schools. Lower sampling rates for very small schools must also be accounted for with the sampling weights.

The national sample includes students attending domestic Department of Defense schools and Bureau of Indian Affairs schools. (Students attending overseas Department of Defense schools and schools in United States territories were not sampled.)

Table A.1 provides a summary of the weighted and unweighted student sample sizes for the national U.S. history assessment. The numbers reported include both public and nonpublic school students. The sample sizes for grades 8 and 12 are larger to accommodate extended theme blocks that were part of the assessment at those grades.

TABLE A.1

Unweighted and Weighted Sample Sizes by Grade for the NAEP 1994 U.S. History Assessment, Public and Nonpublic Schools

	Unweighted Sample Size (and Percentage of Total)	Weighted Sample Size (and Percentage of Total)
Grade 4		
Nation	5,499 (100.0%)	3,527,794 (100.0%)
Region		
Northeast	1,334 (24.3%)	767,788 (21.8%)
Southeast	1,440 (26.2%)	818,785 (23.2%)
Central	1,241 (22.6%)	887,761 (25.2%)
West	1,484 (27.0%)	1,053,461 (29.9%)
Grade 8		
Nation	8,767 (100.0%)	3,449,193 (100.0%)
Region		
Northeast	1,614 (18.4%)	692,421 (20.1%)
Southeast	2,644 (30.4%)	878,674 (25.5%)
Central	1,821 (20.8%)	820,691 (23.8%)
West	2,668 (30.4%)	1,057,406 (30.7%)
Grade 12		
Nation	7,818 (100.0%)	2,545,898 (100.0%)
Region		
Northeast	1,770 (22.6%)	517,336 (20.3%)
Southeast	2,168 (27.7%)	582,651 (22.9%)
Central	1,575 (20.1%)	687,761 (26.8%)
West	2,305 (29.5%)	1,053,461 (29.9%)

Percentages may not total 100 percent due to rounding.
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

APPENDIX B

Sample NAEP 1994 U.S. History Questions

The following appendix presents sample cognitive sections for the three grades assessed in the NAEP 1994 U.S. history assessment. The sections contain a mixture of multiple-choice and constructed-response questions. The questions comprising the sample sections represent broad coverage of the four historical themes that define the NAEP 1994 U.S. history assessment.

The two cognitive sections, one representing the assessment at grade 4 and the other representing the assessment at grades 8 and 12, were selected for inclusion in this report to give the reader a sense of the U.S. history assessment. Given the breadth and depth of the content covered in the assessment, no sampling of questions can adequately represent all the skills and content areas measured in the full assessment. The *NAEP U.S. History Framework* better describes the characteristics of the assessment as a whole.

For each of the multiple-choice questions contained in Appendix B, the correct response is indicated. For each of the constructed-response questions, a summary of the scoring guide accompanies the question.

Accompanying the questions are tables that present two types of percentages: (1) the overall percentage of students within a grade who successfully answered the question, and (2) percentages of students within each of the achievement level intervals — *Basic*, *Proficient*, and *Advanced* — who successfully answered the question. The percentages for students within the *Advanced* achievement level interval are not presented, however, because of small sample sizes. The percentages of students below *Basic* who successfully answered the questions are not included in the tables. However, these students are included in the overall percentages.

Please note that the format and size of some questions has been revised from the original student booklets to facilitate presentation in this report.

GRADE 4

The following block of 16 questions was administered at grades 4 and 8. Students were given 25 minutes to complete the block.

The format of the questions was revised slightly to facilitate presentation in this report. For the multiple-choice questions, the correct answer is indicated (▶). For constructed-response questions, an abbreviated version of the scoring rubric is presented after the question.

The table following each question presents two types of percentages: (1) the overall percentage of fourth graders who successfully answered the question, and (2) the percentages of students within each of the achievement level intervals — *Basic*, *Proficient*, and *Advanced* — who successfully answered the question. The percentages for students within the *Advanced* achievement level interval are not presented, however, because of small sample sizes.

1. **You are writing a history report about an old town. What kinds of historical things could you learn about the old town from its cemetery?**

   Name two historical things you could learn.

   1. _____
      _____
      _____

   2. _____
      _____
      _____

An **Appropriate** response correctly identifies two historical things one could learn in a cemetery, such as causes of death or family names and relationships.

A **Partial** response correctly identifies one historical thing or it identifies two things, but the second is incorrect. (An example of an unacceptable piece of information is, "what kinds of flowers people liked to put on graves.") Or one or both responses is vague (e.g., "about the people who lived there.")

Grade 4	Percentage "Appropriate" within Achievement Level Intervals		
Overall Percentage Appropriate	*Basic* 195-242*	*Proficient* 243-275*	*Advanced* 276 and above*
16 (1.1)	16 (1.4)	46 (3.9)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

2. **Your teacher has asked you to teach your classmates about ONE of these famous places where an important event in American history happened:**

the Alamo
Pearl Harbor
Gettysburg
Roanoke Island

My famous place in American history is _____

Write down three facts about the place that you have chosen that will help you teach your classmates about that place.

Fact 1 _____
_____

Fact 2 _____
_____

Fact 3 _____
_____

A **Complete** answer gives three facts that are relevant to the particular place and that would help another person understand the place, such as that the bombing of Pearl Harbor caused the U.S. to enter WWII, or that the battle of Gettysburg was a turning point in the Civil War.

An **Essential** answer gives two facts that are relevant to the particular place and that would help another person understand the place.

A **Partial** answer gives one fact that is relevant to the particular place and that might help another person understand the place.

Grade 4	**Percentage "Essential" or Better within Achievement Level Intervals**		
Overall Percentage Essential or Better	***Basic*** **195-242***	***Proficient*** **243-275***	***Advanced*** **276 and above***
19 (1.4)	**17 (2.4)**	**57 (4.2)**	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

3. **The centers of religious activity in the Spanish colonies in the Americas were called**

▶A missions

B presidios

C courthouses

D monasteries

Grade 4	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	***Basic*** **195-242***	***Proficient*** **243-275***	***Advanced*** **276 and above***
38 (1.4)	**39 (2.5)**	**44 (5.9)**	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

4. **What is the main reason the Pilgrims and Puritans came to America?**

▶A To practice their religion freely

B To make more money and live a better life

C To build a democratic government

D To expand the lands controlled by the king of England

Grade 4	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	***Basic*** **195-242***	***Proficient*** **243-275***	***Advanced*** **276 and above***
41 (1.3)	**44 (2.8)**	**73 (4.9)**	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

5. **Imagine that you are living on the frontier. Write a letter to friends back east telling them either why they should come to the frontier OR why they should not come. Your letter should give TWO reasons why your friends should come OR should not come to the frontier.**

_____

_____

_____

A **Partial** response may or may not be in letter form and gives one appropriate reason why people should or should not come west. Alternatively two reasons are given, but one position is not taken consistently, or one or both reasons are vague, as in "don't come because life is hard, and there is a lot of work to survive" or, "come because there are a lot of opportunities."

An **Appropriate** response is in some approximation of letter form and consistently argues one position or the other and gives two reasons. Acceptable reasons for coming might include availability of cheap land, economic opportunity, etc. Acceptable reasons not to come might include danger from weather, animals; distance from eastern comforts.

Grade 4	Percentage "Appropriate" within Achievement Level Intervals		
Overall Percentage Appropriate	*Basic* 195-242*	*Proficient* 243-275*	*Advanced* 276 and above*
5 (0.6)	5 (0.9)	14 (3.1)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

6. **American Indians taught European settlers how to grow**

A rice

B sugar

C tea

▶D corn

Grade 4	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 195-242*	*Proficient* 243-275*	*Advanced* 276 and above*
83 (1.2)	87 (1.9)	96 (1.5)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

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7. **Study the picture above. Using the picture and your knowledge of history, identify TWO ways that Phillis Wheatley (1753-1784) was different from most slaves in the American colonies.**

1) _____

_____

2) _____

_____

An **Appropriate** response lists two valid reasons, which could include: that she could read and write; that her master freed her upon his death; that she was sent by her master to study abroad; that she wrote patriotic poems during the Revolution; that she lived in the North; that she was not beaten; that she was treated well; that she was famous; or that she had nice clothes.

A **Partial** response identifies one valid difference. If a second difference is cited, it is incorrect, such as "she's sitting down."

Grade 4	Percentage "Appropriate" within Achievement Level Intervals		
Overall Percentage Appropriate	*Basic* 195-242*	*Proficient* 243-275*	*Advanced* 276 and above*
12 (1.0)	14 (1.5)	19 (4.1)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

8. **Imagine you could use a time machine to visit the past. You have landed in Philadelphia in the summer of 1776. Describe an important event that is happening.**

_____

_____

_____

_____

An **Appropriate** response should demonstrate an understanding of the significance of the date and place, and supply accurate information about what would be happening there at that time. Specifically, it should relate to an event relevant to the Continental Congress and Revolution, such as the writing of the Declaration of Independence.

A **Partial** response may describe something happening in Philadelphia (but at the wrong time, as in "the writing of the Constitution") or at the right time (but in the wrong place, as in "battles of the revolutionary war"). It may also identify something that is happening at right time and place but that is trivial or vague, such as "people were talking about taxes." (Reference to the hanging of the Liberty Bell should receive a "2.")

Grade 4	Percentage "Appropriate" within Achievement Level Intervals		
Overall Percentage Appropriate	***Basic*** **195-242***	***Proficient*** **243-275***	***Advanced*** **276 and above***
7 (0.9)	**6 (1.0)**	**21 (3.5)**	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

9. Which of these was one of the thirteen colonies that fought the American Revolution against the British?

A Illinois

B California

▶C New York

D Texas

Grade 4	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	***Basic*** **195-242***	***Proficient*** **243-275***	***Advanced*** **276 and above***
32 (1.5)	**28 (2.3)**	**59 (4.7)**	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

10. The Oregon Trail was a

A path taken by American Indians forced west in the 1800's

B route on the Underground Railroad for escaped slaves

▶C route taken by many settlers who traveled to the Northwest in the 1840's

D border between territory held by Great Britain and the United States

Grade 4	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	***Basic*** **195-242***	***Proficient*** **243-275***	***Advanced*** **276 and above***
48 (1.6)	**47 (3.2)**	**75 (3.8)**	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Questions 11-12 refer to the statement below.

A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided.

11. The statement was made by

A George Washington

B Thomas Jefferson

▶C Abraham Lincoln

D Theodore Roosevelt

Grade 4	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	***Basic*** **195-242***	***Proficient*** **243-275***	***Advanced*** **276 and above***
39 (1.4)	**36 (2.6)**	**69 (4.9)**	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

12. What war broke out soon after the statement was made?

A American Revolution

B War of 1812

C Mexican-American War

▶D Civil War

Grade 4	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	***Basic*** **195-242***	***Proficient*** **243-275***	***Advanced*** **276 and above***
54 (1.7)	**56 (2.7)**	**72 (3.9)**	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

13. Susan B. Anthony was a leader who helped

▶A women win the right to vote

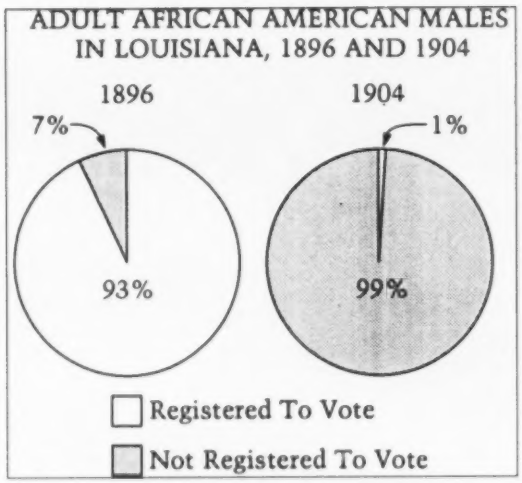
B immigrants win the right to come to the United States

C children win the right to an education

D older people win the right to get social security

Grade 4	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 195-242*	*Proficient* 243-275*	*Advanced* 276 and above*
69 (1.3)	77 (1.8)	92 (2.9)	**

* NAEP U.S history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.



14. What explains the change in voter registration shown by these graphs?

▶A New laws made it difficult for African Americans to vote.

B Most African Americans were Democrats.

C Most African Americans moved out of Louisiana.

D The White population in Louisiana increased greatly.

Grade 4	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 195-242*	*Proficient* 243-275*	*Advanced* 276 and above*
51 (1.7)	54 (2.3)	70 (3.5)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

15. The phonograph was invented by

A Samuel Morse

B Benjamin Franklin

▶C Thomas Edison

D Cyrus McCormick

Grade 4	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	***Basic*** **195-242***	***Proficient*** **243-275***	***Advanced*** **276 and above***
36 (1.4)	**34 (2.5)**	**52 (4.7)**	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

16. Which war did the United States enter to prevent the spread of communism?

A The Mexican-American War

B The First World War

C The Second World War

▶D The Vietnam War

Grade 4	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	***Basic*** **195-242***	***Proficient*** **243-275***	***Advanced*** **276 and above***
31 (1.6)	**33 (2.4)**	**40 (4.1)**	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

GRADES 8 & 12

The following block of 17 questions was administered at grades 8 and 12. Students were given 25 minutes to complete the block.

The format of the questions was revised slightly to facilitate presentation in this report. For the multiple-choice questions, the correct answer is indicated (▶). For constructed-response questions, an abbreviated version of the scoring rubric is presented after the question. The tables following each question present two types of percentages: (1) the overall percentage of students in grades 8 or 12 who successfully answered the question, and (2) the percentages of students within each of the achievement level intervals — *Basic*, *Proficient*, and *Advanced* — who successfully answered the question. The percentages for students within the *Advanced* achievement level interval are not presented, however, because of small sample sizes.

1. During the 1500's and 1600's, what was the major cause of death among Indians of the Americas?

A Warfare among tribes

B Warfare between Native Americans and Europeans

▶C Infections and diseases brought by Europeans

D Changing climatic conditions

Grade 8	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 252-293*	*Proficient* 294-326*	*Advanced* 327 and above*
69 (1.7)	76 (2.4)	89 (3.2)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Grade 12	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 294-324*	*Proficient* 325-354*	*Advanced* 355 and above*
65 (1.5)	73 (3.0)	81 (4.0)	**

* NAEP U.S history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

2. **The Great Awakening of the 1730's was important because it led people in the American colonies to**

A increase toleration for Roman Catholics

B examine the different positions of men and women in society

C reaffirm that God gave kings their right to rule

▶D question the authority of church and government leaders

Grade 8	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	***Basic*** **252-293***	***Proficient*** **294-326***	***Advanced*** **327 and above***
42 (1.5)	**48 (2.3)**	**69 (4.5)**	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Grade 12	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	***Basic*** **294-324***	***Proficient*** **325-354***	***Advanced*** **355 and above***
56 (1.5)	**74 (2.5)**	**80 (4.4)**	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Questions 3-5 refer to the paintings below.

Courtesy, Winterthur Museum

The Metropolitan Museum of Art, Gift of Col. and Mrs. Edgar William Garbisch, 1963

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3. Early American paintings such as these two of George Washington tended to

A show Washington's interest in science

B show life in a realistic fashion

▶C glorify American political figures

D celebrate Washington's humble origins

Grade 8	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 252-293*	*Proficient* 294-326*	*Advanced* 327 and above*
60 (1.4)	70 (1.9)	90 (3.2)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Grade 12	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 294-324*	*Proficient* 325-354*	*Advanced* 355 and above*
83 (1.0)	96 (1.1)	99 (1.0)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

4. The top picture shows that

A many people believed Washington was a weak President

▶B religious symbols were used in politics in the early United States

C American Indian art had a strong influence on early Republic art

D Washington had come from a close-knit family

Grade 8	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 252-293*	*Proficient* 294-326*	*Advanced* 327 and above*
72 (1.1)	82 (2.0)	90 (2.7)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Grade 12	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 294-324*	*Proficient* 325-354*	*Advanced* 355 and above*
84 (0.8)	92 (1.5)	95 (2.6)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

5. **The bottom painting shows Washington with an army raised to put down the Whiskey Rebellion in western Pennsylvania in 1794. The painting was probably intended to show the**

▶A strength of the new central government

B strength of the Americans and weakness of the European powers

C alliance between Washington and American Indians of the Northwest Territory

D violence of Washington and the peacefulness of the Pennsylvania Quakers

Grade 8	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 252-293*	*Proficient* 294-326*	*Advanced* 327 and above*
56 (1.3)	63 (2.3)	81 (3.1)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Grade 12	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 294-324*	*Proficient* 325-354*	*Advanced* 355 and above*
66 (1.3)	84 (1.8)	96 (2.2)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

6. **What was one consequence of Nat Turner's rebellion?**

A Large number of slaves fled to the North.

B Slave revolts broke out throughout the South.

C Conditions for slaves on many southern plantations improved.

▶D Southern states passed laws designed to tightly control slaves.

Grade 8	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 252-293*	*Proficient* 294-326*	*Advanced* 327 and above*
26 (1.0)	27 (2.0)	39 (4.2)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Grade 12	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 294-324*	*Proficient* 325-354*	*Advanced* 355 and above*
34 (1.4)	47 (3.3)	59 (5.9)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

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7. **The Monroe Doctrine was intended to**

A promote United States trade with China

B help keep the peace in Europe

▶C discourage European involvement in the Americas

D protect United States business in Japan and Korea

Grade 8	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 252-293*	*Proficient* 294-326*	*Advanced* 327 and above*
30 (1.7)	30 (2.4)	41 (4.6)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Grade 12	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 294-324*	*Proficient* 325-354*	*Advanced* 355 and above*
41 (1.5)	54 (3.2)	80 (4.2)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Questions 8-9 refer to the newspaper report below.

A city of ruins, of desolation, of vacant houses, of widowed women, of rotting wharves, of deserted warehouses . . . acres of pitiful and voiceless barrenness — that is Charleston.

8. **The news report was most likely written in**

A 1835

B 1845

C 1855

▶D 1865

Grade 8	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 252-293*	*Proficient* 294-326*	*Advanced* 327 and above*
32 (1.4)	33 (1.9)	57 (4.1)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Grade 12	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 294-324*	*Proficient* 325-354*	*Advanced* 355 and above*
41 (1.3)	51 (3.3)	72 (4.2)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

9. The news report best supports which statement?

A Cities on the coast saw the worst of the fighting in the Civil War.

▶B During the Civil War urban areas in the South suffered.

C The destruction of cities had little effect on the progress of the Civil War.

D The Civil War had little effect on city life in the North.

Grade 8	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 252-293*	*Proficient* 294-326*	*Advanced* 327 and above*
47 (1.5)	50 (2.1)	67 (4.2)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Grade 12	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 294-324*	*Proficient* 325-354*	*Advanced* 355 and above*
61 (1.6)	72 (2.7)	86 (3.2)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

10. What was the main reason that many leaders in Great Britain leaned toward supporting the Confederacy in the Civil War?

A Plantation owners in Britain held slaves.

B Most British immigrants to the United States lived in the South.

▶C Britain relied on Southern cotton for its factories.

D British politicians wanted to make the United States weaker so that they could conquer it.

Grade 8	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 252-293*	*Proficient* 294-326*	*Advanced* 327 and above*
41 (1.8)	43 (2.9)	68 (3.8)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Grade 12	Percentage Correct within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 294-324*	*Proficient* 325-354*	*Advanced* 355 and above*
55 (1.6)	71 (2.9)	82 (4.5)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

The Age of Iron, Currier & Ives, 1869. Museum of the City of New York, The Harry T. Peters Collection.

11. The drawing above is from 1869. Describe the point that the artist is trying to make.

_____
_____
_____

How does the point the artist is making relate to social changes during this period?

_____
_____
_____

An **Appropriate** response indicates that the artist is showing that gender roles are reversed. The response relates the cartoon to the women's rights movement in some way (may mention the role of women in various reform movements, advocacy of woman suffrage, etc.)

A **Partial** response correctly makes the point that gender roles are reversed but does not place the cartoon in a historical context. Responses that miss the cartoon's point of view ("women have the same rights as men do and can do whatever men do") will not receive credit. Or, the response discusses the historical context without describing the cartoon's message concerning gender roles. Or, both parts are correct but very vaguely expressed.

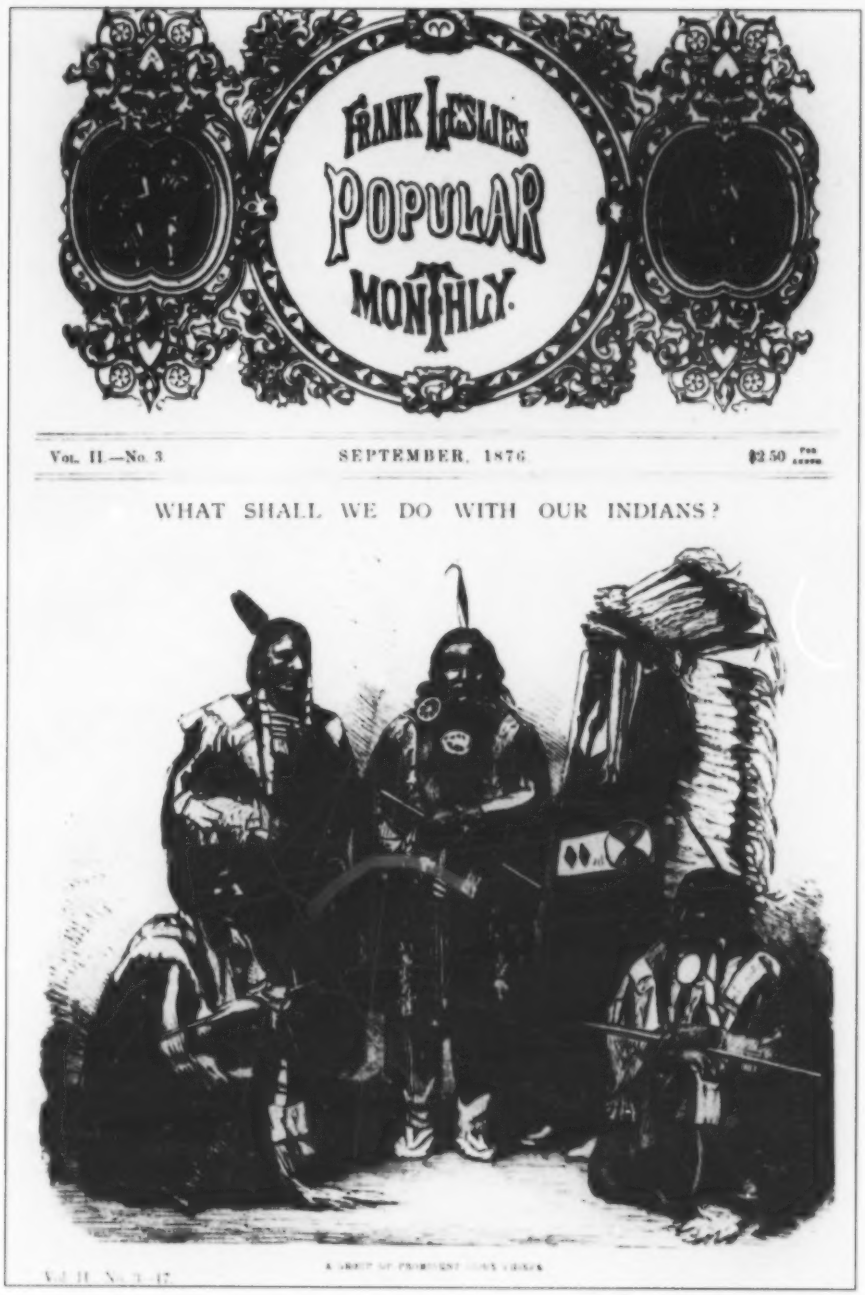
Grade 8	Percentage "Appropriate" within Achievement Level Intervals		
Overall Percentage Appropriate	*Basic* 252-293*	*Proficient* 294-326*	*Advanced* 327 and above*
4 (0.6)	4 (1.0)	11 (2.4)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Grade 12	Percentage "Appropriate" within Achievement Level Intervals		
Overall Percentage Appropriate	*Basic* 294-324*	*Proficient* 325-354*	*Advanced* 355 and above*
9 (1.0)	11 (2.1)	25 (3.6)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Question 12 refers to the magazine cover below.



Philadelphia Museum of Art:
Purchased: Lola Downin Peck Fund.

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12. Look at the magazine cover. What historical events would have led this question and picture to appear on the cover of a popular magazine in 1876 ?

_____

_____

_____

What attitudes displayed toward American Indians by other Americans are suggested by this magazine cover?

_____

_____

_____

A **Complete** response answers both parts of the question and provides specifics. It may, for example, discuss disputes about western lands and the issue of reservations vs. assimilation.

An **Essential** response answers both parts of the question, although one part gives a general statement without providing any specifics. For instance the response may state that the issue is addressed on a magazine cover because "there were lots of arguments between the government and the Indians then"; or, the response may describe the attitude of many other Americans by saying "they did not like the Sioux Indians."

A **Partial** response correctly answers only one part of the question. It may give two answers that are not wrong but both are very vague.

Grade 8	Percentage "Essential" or Better within Achievement Level Intervals		
Overall Percentage Essential or Better	*Basic* 252-293*	*Proficient* 294-326*	*Advanced* 327 and above*
25 (1.2)	32 (2.0)	59 (4.4)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Grade 12	Percentage "Essential" or Better within Achievement Level Intervals		
Overall Percentage Essential or Better	*Basic* 294-324*	*Proficient* 325-354*	*Advanced* 355 and above*
47 (1.6)	71 (2.9)	86 (3.0)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

13. Between 1960 and 1990, what invention most changed the way people in the United States worked?

A The typewriter

▶B The computer

C The superconductor

D The radio

Grade 8	Percentage "Correct" within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 252-293*	*Proficient* 294-326*	*Advanced* 327 and above*
78 (1.2)	83 (1.6)	94 (2.2)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Grade 12	Percentage "Correct" within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 294-324*	*Proficient* 325-354*	*Advanced* 355 and above*
88 (0.8)	96 (0.8)	98 (0.8)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

14. What goal was most important in shaping United States foreign policy between 1945 and 1990?

▶A Preventing the spread of communism to new areas and weakening it where it already existed

B Encouraging trained scientists and other skilled workers who lived in foreign countries to immigrate to the United States

C Strengthening the United States industrial and agricultural sectors to help them compete against the British and the French

D Providing foreign aid to all poor countries to help them develop economically and technologically

Grade 8	Percentage "Correct" within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 252-293*	*Proficient* 294-326*	*Advanced* 327 and above*
26 (1.4)	26 (2.2)	47 (5.1)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Grade 12	Percentage "Correct" within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 294-324*	*Proficient* 325-354*	*Advanced* 355 and above*
47 (1.6)	67 (2.5)	91 (3.2)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

15. President Jimmy Carter played a major role in negotiating the Camp David accords, which promoted peace between

A the Soviet Union and China

B the Palestinians and the Jordanians

▶C Egypt and Israel

D North Korea and the United States

Grade 8	Percentage "Correct" within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 252-293*	*Proficient* 294-326*	*Advanced* 327 and above*
14 (0.9)	11 (1.6)	22 (3.7)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Grade 12	Percentage "Correct" within Achievement Level Intervals		
Overall Percentage Correct	*Basic* 294-324*	*Proficient* 325-354*	*Advanced* 355 and above*
27 (1.6)	34 (2.5)	68 (4.8)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Questions 16 and 17 refer to the cartoon below.

Bruce Shanks in the Buffalo News.

16. Circle the decade in which you believe this cartoon was drawn.

1920's 1940's 1960's 1980's

Citing specific historical evidence, explain why you chose the decade you did.

An **Appropriate** response explains why the cartoon was drawn in the 1960's and provides supporting detail, such as the occurrence of demonstrations and riots after the law was enacted. Or, the response identifies the 1980's and gives a reasonable explanation, e.g. in the 1980's the spirit of 1960's civil rights legislation remained unfulfilled.

A **Partial** response chooses either the 1960's or the 1980's as the decade, but explains why the cartoon was drawn in the decade chosen in vague terms.

Grade 8	Percentage "Appropriate" within Achievement Level Intervals		
Overall Percentage Appropriate	*Basic* 252-293*	*Proficient* 294-326*	*Advanced* 327 and above*
16 (1.1)	18 (1.7)	37 (4.2)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Grade 12	Percentage "Appropriate" within Achievement Level Intervals		
Overall Percentage Appropriate	*Basic* 294-324*	*Proficient* 325-354*	*Advanced* 355 and above*
35 (1.9)	48 (3.0)	83 (4.3)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

17. What is the main message of this cartoon?

An **Appropriate** response correctly identifies the main message of the cartoon as being that passing civil rights laws does not mean that civil rights issues are resolved, and that social, economic, and political (and not just legal) changes were also necessary.

A **Partial** response shows understanding that the cartoon is about problems associated with the civil rights bill but is not able to explain the cartoon in a specific and precise fashion.

Grade 8	Percentage "Appropriate" within Achievement Level Intervals		
Overall Percentage Appropriate	*Basic* 252-293*	*Proficient* 294-326*	*Advanced* 327 and above*
2 (0.4)	2 (0.5)	9 (2.1)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Grade 12	Percentage "Appropriate" within Achievement Level Intervals		
Overall Percentage Appropriate	*Basic* 294-324*	*Proficient* 325-354*	*Advanced* 355 and above*
15 (1.3)	20 (2.3)	59 (4.9)	**

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

APPENDIX C

Reporting Subgroup(s) Definitions

Findings from the NAEP 1994 United States history assessment are presented for groups of students that are defined by shared characteristics. Data are reported for subpopulations only where sufficient numbers of students and adequate school representation are present. However, data for all students, regardless of whether their subgroup was reported separately, were included in computing overall national and regional results.

The reporting subgroups presented in this report include: race/ethnicity, gender, parents' education level, public/nonpublic school, and region. Definitions of these subgroups are provided below.

Race/Ethnicity. Results are presented for students of different racial/ethnic groups based on the students' self-identification of their race/ethnicity according to the following mutually exclusive categories: White, Black, Hispanic, Asian, Pacific Islander, and American Indian (including Alaskan Native).

Gender. Results are reported separately for males and females.

Parents' Education Level. Results are presented by the student's report of the extent of schooling for each of their parents – did not finish high school, graduated from high school, some education after high school, graduated from college, or did not know. The response indicating the higher level of education was selected for reporting. Note that a substantial percentage of fourth-grade students did not know their parents' education level.

Public/Nonpublic School. Results are reported by the type of school that the student attends — public or nonpublic school. Nonpublic schools include Catholic and other nonpublic schools. Bureau of Indian Affairs (BIA) schools and domestic Department of Defense (DoD) schools were not classified in either the public or nonpublic categories. Results for the BIA and DoD schools are included, however, in the overall national results.

Region. Results are reported for four regions of the nation: Northwest, Southeast, Central and West. States included in each region are shown in the following figure. All 50 states and the District of Columbia are listed.

NORTHEAST	SOUTHEAST	CENTRAL	WEST
Connecticut	Alabama	Illinois	Alaska
Delaware	Arkansas	Indiana	Arizona
District of Columbia	Florida	Iowa	California
Maine	Georgia	Kansas	Colorado
Maryland	Kentucky	Michigan	Hawaii
Massachusetts	Louisiana	Minnesota	Idaho
New Hampshire	Mississippi	Missouri	Montana
New Jersey	North Carolina	Nebraska	Nevada
New York	South Carolina	North Dakota	New Mexico
Pennsylvania	Tennessee	Ohio	Oklahoma
Rhode Island	Virginia*	South Dakota	Oregon
Vermont	West Virginia	Wisconsin	Texas
Virginia*			Utah
			Washington
			Wyoming

* Note that the part of Virginia that is included in the Washington, D.C. metropolitan area is included in the Northeast region; the remainder of the state is included in the Southeast region.

ISBN 0-16-048438-3

95884-13148 • S105M1

ACKNOWLEDGMENTS

NAEP'S 1994 United States history assessment was a collaborative effort among staff from the National Center for Education Statistics (NCES), the National Assessment Governing Board (NAGB), Educational Testing Service (ETS), Westat, and National Computer Systems (NCS). The program benefitted from the contributions of hundreds of individuals at the state and local levels — Governors, Chief State School Officers, State and District Test Directors, State Coordinators, and district administrators — who tirelessly provided their wisdom, experience, and hard work. Most importantly, NAEP is grateful to students and school staff who made the assessment possible.

The assessment was funded through NCES, in the Office of Educational Research and Improvement of the U.S. Department of Education. The NCES staff — particularly Jeanne Griffith, Gary Phillips, Steve Gorman, Susan Ahmed, Peggy Carr, Sharif Shakrani, Larry Olge, Maureen Treacy, and Sahar Ahhtar — worked closely and collegially with ETS, Westat, and NCS staff and played a crucial role in all aspects of the program. The NAEP 1994 assessment and reports also benefited from the consistent support and guidance of Emerson Elliott, past Commissioner of NCES. The members of the National Assessment Governing Board (NAGB) and the NAGB staff provided invaluable advice and guidance throughout. NAEP also owes a debt of gratitude to the numerous panelists and consultants who provided their expertise and worked so conscientiously on developing the assessment.

The NAEP project at ETS is directed by Paul Williams and resides in the Center for the Assessment of Educational Progress (CAEP) managed by Archie Lapointe and Paul Williams. Steve Lazer managed test development activities, and Alexandra Beatty and Hilary Persky worked with the United States History Item Development committee to develop the assessment instruments. Jules Goodison managed the operational aspects together with John Olson, and sampling and data collection activities were carried out by Westat under the direction of Rene Slobasky, Nancy Caldwell, and Keith Rust. Printing, distribution, scoring, and processing activities were conducted by NCS, under the supervision of Judy Moyer, Brad Thayer, Mathilde Kennel, Linda Reynolds, and Barbara Price.

Statistical and psychometric activities for the assessments were led by Eiji Muraki under the direction of Eugene Johnson, John Mazzeo, and Jim Carlson. Bruce Kaplan, Steve Wang, and Jim Ferris performed the United States history analyses. Karen Miller and John Mazzeo contributed substantially to report design activities. Mary Michaels directed the report production process with coordination assistance from Sharon Davis-Johnson. Loretta Casalaina, James Rura, Joe Kolodey, Roderick Rudder, Carol Errickson, and Sheri Barnes provided further design and composition assistance. Beverly Cisney and Alice Kass provided the excellent desktop publishing skills essential to the project. Many thanks are provided to the numerous reviewers internal to ETS and NCES as well as external. The comments and critical feedback provided by the following reviewers are reflected in the final version of this report: Robert Boruch, Mary Lyn Bourque, Larry Feinberg, Sally Kilgore, John Patrick, and Phoebe Speck.

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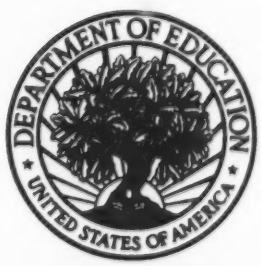

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